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ABSTRACT

A description is given of a workshop format that is being successfully used to motivate and guide teachers who are changing careers. Reasons cited for teachers leaving the profession include a heavily supplied market with reduced demand, economic stagnation and noncompetitive salaries, and job burnout. The workshop is designed to promote the ability of teachers to recapture a sense of control over their work destiny. The program consists generally of four components: self-awareness and understanding, awareness of the world of work, consultation with successful career changers, and follow up with peer support. The self-awareness component begins with an exercise in which participants are asked to list twenty things they really like to do. Analysis of individual lists helps in determining how enjoyable activities may be relevant to different career options. Following this, participants measure career opportunities through an interest inventory. This identifies their personality types (realistic, enterprising, social, artistic, conventional, investigative, social) and matches them with types of jobs. In integrating personal and career potential, the Wisconsin Center Information System is used. This computerized career information system contains information about occupational opportunities. The third workshop session offers consultation with successful career changers and provides information, motivation and possible role models. The final session provides group support for the participants and raises morale and optimism. (JD)

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Leaving Education:
The Agony and the Ecstasy
of
Changing Careers

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Paper presented at the Annual Meeting of the North Central
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SP 019 4/2

Abstract

In unprecedented numbers, professional school personnel are leaving the education field for positions in other areas. This appears to be both a push and pull phenomenon. On the push side, teachers and counselors cite unmotivated and unruly students, bureaucratic and unresponsive school systems, and a public milieu that undervalues and denigrates education and educators. Many have been laid off due to declining enrollments and budgetary cutbacks. The pull exerted by higher salaries, more perceived prestige, and more stable employment outlook offered by other fields must be reckoned with as well.

The purpose of this paper is to systematically explore the motivating forces underlying the turnover of education professionals, and describe a successful program of workshops conducted for school personnel who have been either forced into career change by layoffs, or have chosen to leave education because of dissatisfaction and burnout.

Leaving Education:
The Agony and the Ecstasy of Changing Careers

Part I

Leaving Education: A Look at the Phenomenon

Introduction

At the risk of publicly displaying my profound grasp of the obvious, let me begin this paper by asserting that the flight of personnel from the education field is a phenomenon without simple unitary causes and explanations. The value of this assertion may lie less in its obviousness than in its implications for helping educators make career changes. The point is, there are many reasons why some educators are leaving education. Thus, the needs of these people vary considerably, and, like in the rest of counseling, helping resources need to be designed to help flexibly if they are to help at all. The 45-year old burned out senior high school math teacher with 22 years of experience and a duodenal ulcer has different needs and a different set of challenges than her 24-year old colleague with a brand new car, a brand new wife, and a brand new pink slip. Clearly, in many instances, a prescription for a career change would not be appropriate at all. This paper, however, is directed to the phenomenon of the educator/ career changer. In this

part, I will discuss the dimensions of the topic in more-or less actuarial terms: what are the demographic, economic, social, and cultural forces that influence the supply of and the demand for educational personnel? In Part II, I will present the structure of a workshop designed to assist the career changer to take charge of this process (and opportunity).

Demographic Forces

While I suppose I should apologize for having no formal data on which to base what I am about to write, my informal observations are so consistent that I feel somewhat vindicated. My point: When the topics of teacher layoffs and teacher job markets are raised, the immediate free association seems to be "declining enrollments." It would probably be helpful to take a brief look at population trends and discuss how they affect--and do not affect--the demand for teachers.

The high birth rates experienced in the post World War II baby boom years gradually were supplanted by the baby bust years of the mid-1970's. In fact, the 3,111,000 births in 1974 was the lowest number in any year since 1946. Since 1974, there has been a slow but steady increase in the number of children born each year, a trend that is projected to continue through 1989 (National Education Association, 1981 a). Obviously, changes in the number of children born

each year begin to effect school enrollments several years hence. These enrollment expectations are illustrated in Figure 1.

But the demand for teachers is influenced by factors other than enrollment changes. Inclinations of school administrators to alter pupil/teacher ratios, and the need to replace staff who die, retire, or leave the field (turn-over), are other additives to the demand composite (Kuch, 1981). A perusal of Table 1 indicates that replacement due to staff turnover remains the dominant factor in demand for additional certified teachers, even though enrollment drops will continue to exert a counterpressure on demand through 1983.

Table 1. Estimated demand for additional certified teachers in regular public elementary and secondary schools.

Demand for Additional Certified Teachers (in thousands)				
Years	For enrollment changes	For pupil/teacher ratio changes	For teacher turnover	Total
1969-73	40	162	710	912
1974-78	-135	197	654	716
1979-83	-212	96	642	526
1984-88	26	85	634	745

(Adapted from Kuch, 1981, p. 24)

An additional pressure which has been attenuating the demand for new teachers can be found on the supply side of the equation. As Figure 2 shows, the supply of new teacher graduates readily outstrips the demand for additional teachers, and is likely to continue to do so until the

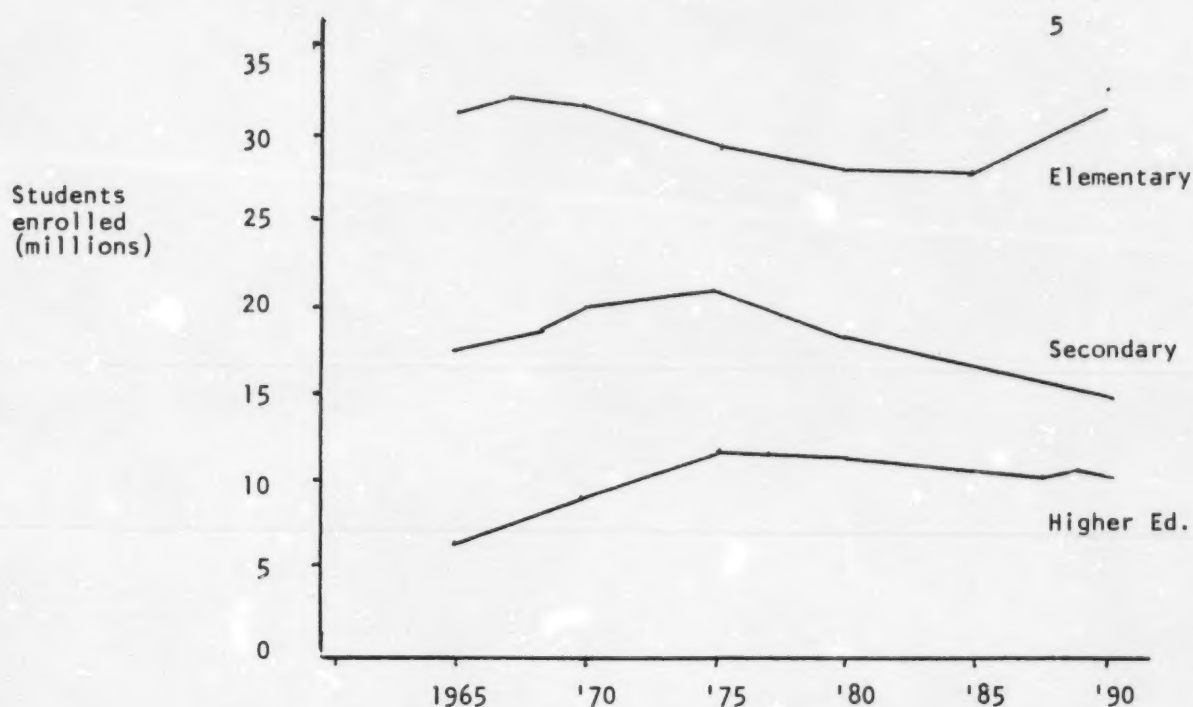


Figure 1 - Changing pupil enrollment levels
(Source: Nat'l. Center for Education Statistics and
Bureau of Labor Statistics)

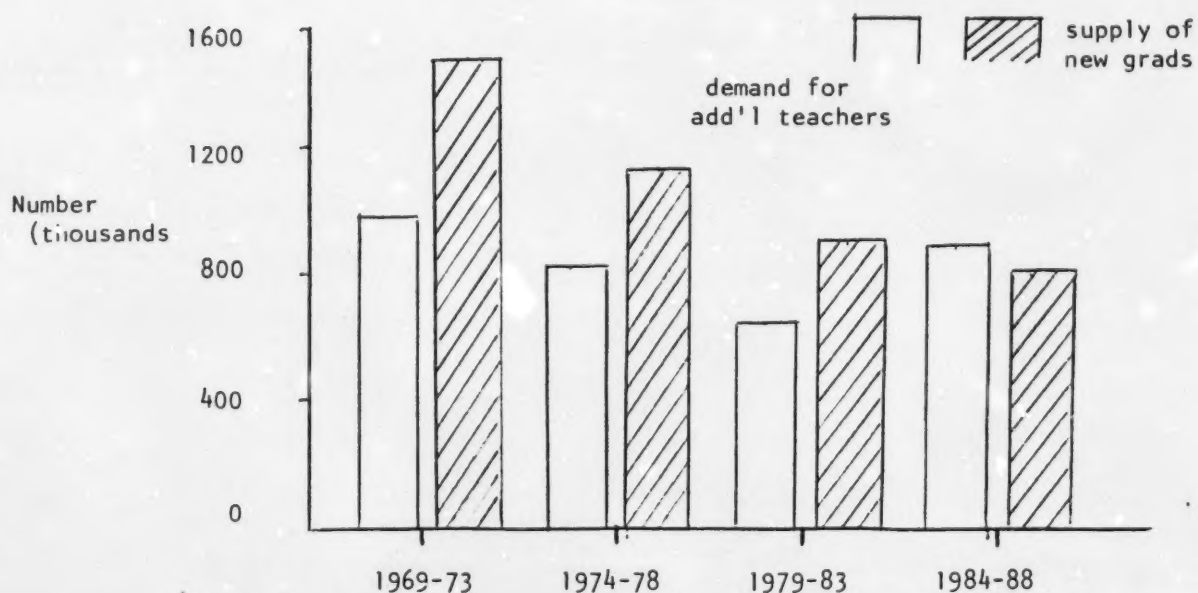


Figure 2 - Estimated supply and demand for additional
elementary and secondary school teachers

mid-1980's (Kuch, 1981; National Education Association, 1981 b). The number of recipients of bachelor's degrees in education has been on the wane since about 1973-74, but the decrease has not been as rapid as the decrease in demand for new teachers. While these data -- which are admittedly sketchy -- do not seem to directly impinge on the experienced teacher (i.e., already employed), there are at least two implications here which influence the willingness of educators to leave education. First, the education market is extremely tight. This mitigates against good teachers who want to engage in such career/lifestyle changes as leaves for graduate study, childbearing, or other creative endeavors. Second, better teachers are immobile. The unwillingness of other people to move on in natural attrition creates a bottleneck with the most talented and capable people becoming more frustrated at their inability to obtain more attractive positions.

The reader should keep in mind that these discussions of trends are generalizations that reflect average conditions. In truth, birth rates and school enrollment changes have considerable growth while others (such as the great lakes states) suffer worse than average declines. Likewise, present teacher surpluses are the rule in most subject areas but there are exceptions, such as in mathematics and industrial/ vocational training where demand continues to exceed supply.

Economics

Until fairly recently, the economic health of schools in general was enviable. A period of gradually declining enrollments, coinciding with relative increases in revenue available for education, brought about real per capita expenditure increases of 27 percent (National Center for Education Statistics: Projections for education statistics to 1988-89). Now, continued high levels of inflation, prohibitive interest rates, cutbacks in both federal and state funds, and increasingly tax averse communities combine to substantially reduce the buying power of the school administrator's dollar. The implications of this shrunken dollar on teachers and other school personnel are obvious and costly. Through the 1970s, average annual teachers' salaries in 1978-79 dollars decreased from \$16,232 to \$15,435 (Kuch, 1981). Many programs, supplies, and other "frills" not directed at basic instruction were also eliminated. As salaries continue to fall below those offered by other career opportunities, increased flow of human resources out of education can be anticipated, though predictions of actual turning points are nearly impossible to make.

Sociocultural factors

As the name suggests, this is the most ambiguous factor to describe, and its effect on educator exodus is hard to

quantify. Yet, it seems that the forces subsumed under cultural and social rubrics may be among the most potent in an individual's satisfaction with a career, and education should be no exception. In this context, to quote the title of a recent magazine article (Newsweek, 1981 b), "Teachers are in trouble." Educators at all levels express dismay at the present state of affairs, citing unmotivated and unruly students, unconcerned parents, empty coffers, and general societal decay. (Newsweek, 1981 a)

In turn, the public decries the shortcomings of teachers, indicating that many are incompetent and some are virtually illiterate. Teacher training programs in colleges and universities continue to produce an unconscionable proportion of mediocre graduates. The increasing strength of teachers' unions have won their members little in terms of remuneration, and are often viewed as protective of incompetence. A Gallup poll, commissioned by Newsweek (1981 b) reflects the public's mixed feelings toward teachers. Table 2 summarizes its findings.

Table 2. Gallup poll: Public's attitudes toward teachers.

	Excellent	Good	Fair	Poor	Don't know
1. How would you rate the performance of your children's teachers?	29%	45%	19%	5%	2%

2. What are your reasons for making that rating?

-Teachers rated good or excellent

Child is doing well in school.	37%
Teachers really care about students.	35%
Teachers are good and well qualified.	24%
Other	9%

-Teachers rated fair or poor

Teachers don't care about students and don't spend enough time with them.	38%
Teachers are incompetent.	24%
Generally not satisfied.	20%
Teachers can't control classes.	10%
Classes overcrowded.	9%
Teachers don't teach fundamentals.	6%

3. What effect has the unionization of teachers had on the quality of education?

Positive	Negative	No Effect	Don't know
26%	32%	27%	15%

4. Should teachers be required to pass a competency test before they are hired?

Yes	No	Don't know
89%	7%	4%

5. Do you think teaching in public schools is an attractive career for young people today?

26%	68%	6%
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Summary

One does not have to look very far to identify reasons for educators to change careers. The reasons are manifold but they are not very complex: a heavily oversupplied

market with reduced demand, economic stagnation and non-competitive salaries, and a host of cultural and social factors that seem, in the final analysis, to denigrate educators and education.

On the other hand, one would not have to look very far to identify reasons for staying in education. For many gifted educators the field has much to offer, and we are all richer for their efforts.

I have not discussed -- it would be a treatise unto itself -- the myriad of internal factors that motivate career choice and change: the awareness of interests, capacities, and values that enables us to choose. These are unique to the individual and few generalizations can be drawn. As we shall see in Part II, they can, however, be integrated into the career decision making process.

Part II

A Model for Facilitating Career Changes for EducatorsIntroduction

The preceding text of this paper should leave the reader with a lingering sense of ambiguity on the scope of the phenomenon of the educator/career changer. Data on the turnover and survival rates of education personnel are infrequently assembled, tend to be dated, and rarely include changers' reasons for leaving education. Moreover, virtually no followup data exist on where in the world of work former educators go. This last question is a particularly crucial one because it effects the motivation, creativity, confidence, and job search strategies of current educators contemplating career changes.

In the vacuum imposed by the absence of real data, abundant speculation flows. In the workshops on career change that I have conducted, current educators surmise that most of their former colleagues gravitate to three areas. These include the human services (e.g., counseling and social work), self-employment in small business, and entry-level areas of business that have traditionally required little experience (such as retail sales, or insurance sales). These clearly limit the initial hopes and perspectives of the participants. Moreover, it underscores two key limiting elements in the career change capacities of

educators. First, educators do not appear to have a very comprehensive grasp of the world of work and the available career information resources that describe it. Second, many educators seem to possess a kind of collective self-esteem problem. This was perhaps best expressed by a young woman teacher from a suburban school district who told the group: "You know, a lawyer is a lawyer; a manager is a manager; an electrician is an electrician -- but a teacher is only a teacher." The emphatic nods around the room seemed to indicate a generalized agreement that there is little else that an educator can do in the world of work but teach -if he or she is fortunate enough to stay employed. These two elements -- a lack of career information awareness and a lack of sufficient self-awareness to account for and enhance one's marketable skills -- have led to the evolution of a workshop format designed to promote the ability of persons to recapture a sense of control over their work destiny upon leaving the educational marketplace.

Certainly many of the problems and complaints of educators identified in the first part of this paper need not, and should not, be resolved by changing careers. Teacher and counselor burnout, classroom management, humanizing the classroom environment, negotiating equitable compensation packages and so forth are important challenges that must be met without high quality personnel leaving the field! They are, however, beyond the scope of this paper.

Here I will describe a program designed explicitly for the educator who has decided, either by personal choice or administrative fiat, to leave education in search of another career path. It could, however, be generalized with minor modifications to assist virtually any career changer.

The program consists generally of four components, listed here in order of presentation: Self-Awareness and Understanding, Awareness of the World of Work, Consultation with Successful Career Changers, and Follow-Up with Peer Support. Each of these components will be described in terms of the activity processes that are engaged, materials used, and typical outcomes. The format of the program is that of a four-session workshop (approximately 2 1/2-3 hours each) to cover the first three components (the fourth session is devoted to an open-forum for questions) with a follow-up meeting scheduled later.

Self-Awareness and Understanding

The notions of self-awareness and understanding are hardly new to the discipline of counseling for career development. However it is not clear to what extent the unguided person uses a systematic approach to self-assessment to initiate a career choice. Or, for that matter whether most of us really make our initial career choices at all. In any case, this component of the program has proven to be enormously popular by the participants, and they have readily attested to its usefulness.

Since this is the first session, some initial time is spent building rapport with the audience, soliciting their initial areas of concern, explaining the over-all goals and format of the program. I attempt to emphasize that a career choice is a developmental process that takes place slowly and systematically; they should not expect a final decision by the conclusion of the workshop. Rather, they should become aware of how to nurture the process so that they can continue after our initial work is complete. A word of caution here: a group of recently (or soon to be) laid off educators may still be imbued with a sense of frustration, anger, and anxiety. It is best to work through these with honesty and empathy -- being careful not to become engaged in any lingering animosity yourself! Prior to the first session I assign Bolles' (1981) What Color is your Parachute and have found this to be an invaluable resource. As our activities throughout the program touch those in "Parachute", I refer participants accordingly, but the book is not a central focus of the program.

I usually begin the Self-Awareness component with an exercise that I have conducted many times in many different contexts, Twenty Things I Love to Do. A completed exercise is presented as Figure 3. Participants are given 10-15 minutes to list (in unranked fashion) 20 activities that they say they genuinely enjoy doing. Honesty is emphasized as there will be no attempt made to coerce sharing after

Figure 3

date ^{As alone} P. people ^{R. (with)} ^{things} Info. ^{On ↓} 65+ \$ ♀ or both

1	Sleeping (late)	Sun	A or P				X		B
2	Sex (with John!)	Sun morn.	P				X		B
3	Good conversation	Sun	P		X		X		B
4	Reading (novels) - not for school	Aug.	A		X?		X	X	B
5	Crossword puzzles	2 wks	A/P		XX		X		B
6	Working on team projects	9/24 all day	P	R?	X				B
7	Helping people resolve conflicts	May	P	R	X?		X		B
8	Spending time alone at home	Sun	A				X		B(?)
9	Swimming + other sports	Sept.	P			X		X	B(?)
10	Shopping for clothes	last May	^{usually} P					X	♀
11	Travel (business or pleasure)	1980	A/P*				X	X	B(?)
12	Family time (visiting)	Aug.	P				X	X	B
13	Analyzing problems	Fri.	A/P		X				B(?)
14	Movies	June	P					X	B
15	Restaurant experimenting	June	P				X	X	B
16	Gardening	2 wks	A/P			X			B
17	Microwave cooking	Sat.	P					X	B(?)
18	Collecting antique jewelry	1980	A				X	X	♀
19	Home + yard fix up/repair	2 wks	A/P*			X		X	♂
20									

completion of the form. When time is up (some won't make it to 20), the eight columns to the right are labeled and filled in. (I do it one column at a time to avoid misunderstanding.) The column labels are as follows:

- date - The approximate day, date or time interval since the last time the activity was done. The units will vary with the participants' memory.
- A/P - (Alone/People) Participant denotes whether the activity is typically done alone, with at least one other person, or either way.
- R - (Risk) Indicate those activities for which there is some physical, psychological, social, financial, or other risk to you.
- I - (Information) Indicate those activities which require you to remember, use, analyze, or process information.
- O - (Objects) Indicate those activities which require you to handle or manipulate objects or things.
- 65+ - Which activities would you like to be engaging in when your 65 years old and beyond -- even if you think it may not be realistic?
- \$ - Which activities do you regard as being somewhat expensive?
- Which activities do you think society regards as basically feminine? basically masculine? or equally engaged in by both sexes (B)?

The overall purpose of the exercise has probably become obvious: it is to give the participant insight into the kinds of things he/she really enjoys doing, and to determine how these activities may be relevant to different career options. None, some or all of the identified activities may be directly transferrable to a job; the point is, that a

career choice is a lifestyle choice, and the entire scope of activities (vocational and avocational) should be viewed from a total lifestyle perspective.

The sample worksheet provided here was completed by a 30-year old woman with eight years experience as a highschool home economics teacher. Her husband was completing his master's degree in Social Work, and she explicitly stated that her own career change, which was precipitated by a lay-off, could not involve extensive re-education. When we discussed the exercise after the group completed their worksheets, she provided a number of insights into her pattern of favored activities that illustrate its value. First, she pointed out almost immediately that many of the activities which she really enjoys are relatively expensive -- and that she hasn't engaged in them recently because their financial situation didn't permit it. This is an obvious consideration for a career change, especially since her husband's likely employment as a social worker was not expected to be particularly lucrative. She was also somewhat surprised to see how most of her valued lifestyle was one which afforded considerable leisure time with, as she put it, "work responsibilities left behind me at the end of the day."

This experience has the advantages of being brief, informal, and naturally conducive to sharing perceptions and values within the group. It is a positive, nonintrusive,

and nonthreatening way of introducing participants to the process of self-study for career planning.

The next step in this process is the more formal measurement of career interests via an interest inventory. The inventories are distributed and scored prior to the workshop. I have used the Strong-Campbell Interest Inventory (Campbell & Hansen, 1981) and the Self-Directed Search (Holland, 1977, 1980). Both are well-received by the participants but the latter offers the particular advantages of being self-scoring and offering a wider span of occupational titles for consideration. Both use the hexagonal occupational classification scheme articulated by Holland (1973, 1980) and illustrated here by Figure 4. The research support for Holland's model is extensive and need not be reiterated here. What is important is that it provides our career changers with a conceptual and practical framework for organizing their interests and aptitudes on the one hand, and the characteristics of potential career choices on the other. The discussion precipitated around the interest inventory is fairly predictable. Participants want to know such things as the implications of a relatively undifferentiated score pattern (i.e., one in which the person is not clearly attracted to one or two of the six areas, but rather appears to be more or less equally drawn to most of them). They are interested in learning how to obtain a more complete and comprehensive inventory of

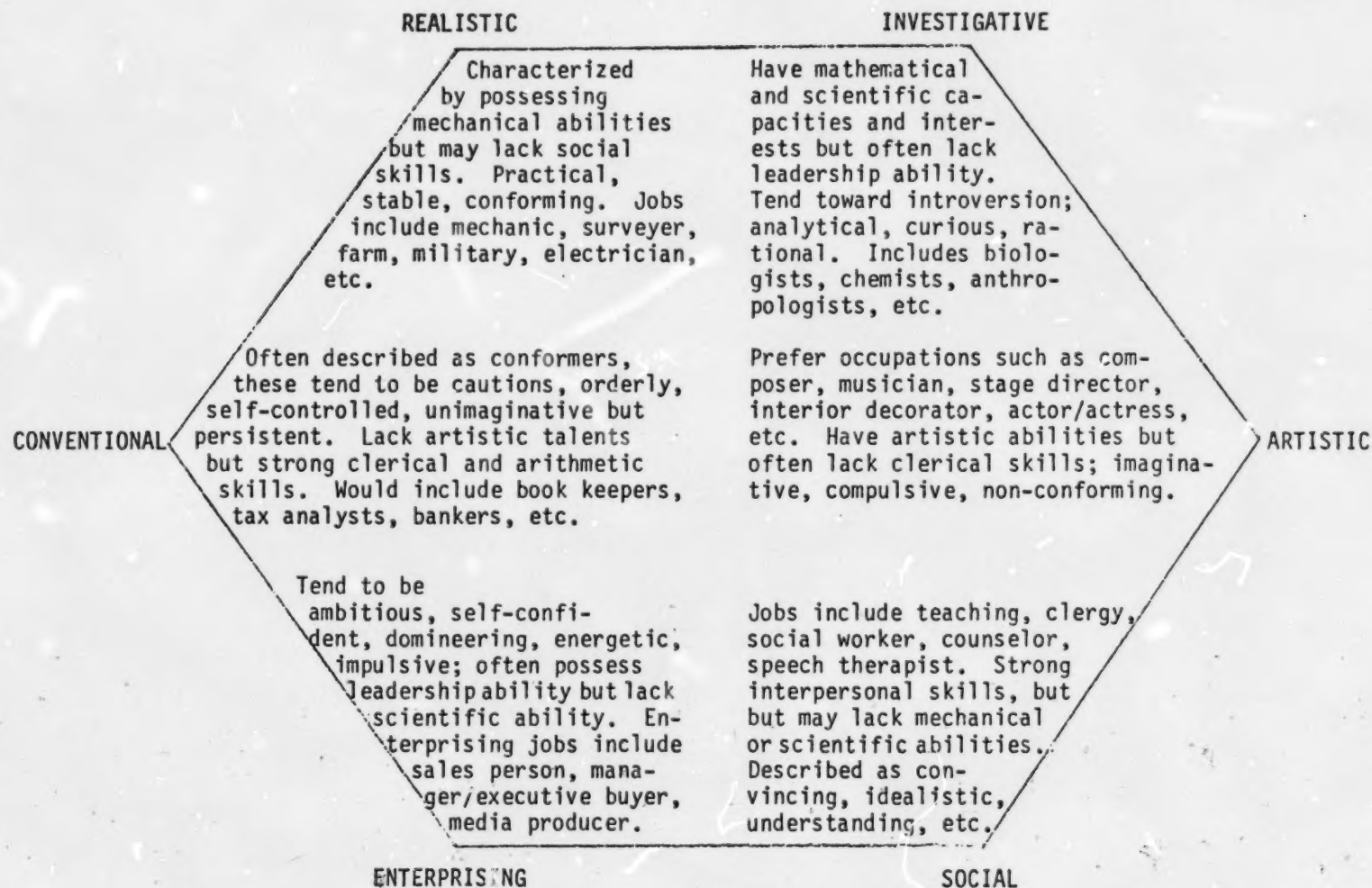


Figure 4 - The Holland Hexagonal Taxonomy of Personalities and Occupations

occupations congruent with their interest profile. (I'll discuss this more fully later.) Lastly, it is important for the discussants to talk about how closely they can "identify with" the results of their interest inventory. If someone feels that there are gross discrepancies between their scores and their own phenomenological perceptions of their interests, potential reasons can be explored.

Awareness of the World of Work

Our next activity is a transition step between self-assessment and awareness of the world of work. It typically occurs at the beginning of the second session, and is an attempt to integrate personal and career information in a way that attempts to transfer the favored characteristics of the participant's experience as an educator into new career opportunities.

To do this, we make use of the Wisconsin Career Information System (WCIS). This is a computerized career information system, one of the most comprehensive of these systems in the country. The WCIS project, in its sixth year of operation, is housed at the Wisconsin Vocational Studies Center at U.W. - MADISON, with over 600 users scattered throughout the state. The system contains very comprehensive information about occupations, educational and training institutions, financial aids, occupational outlook, and references to leadership, education and development resources.

I start by giving the participants an itemized list, provided by the WCIS computer, of the characteristics of the positions they have held in the education field. We will continue to illustrate with the high school home economics teacher; the itemization of "secondary school teacher" is provided as the first page of the appendix. The participant goes down the list indicating which characteristics would be valued in a new career by circling their numbers. They then go down the list a second time, assigning a priority rank to the characteristics they circled. This is done prior to the workshop. Incidentally, an itemized list of characteristics can be generated for any of the 980 occupations stored by the computer, so this exercise can be used in any career changers' workshop.

I can then re-enter the prioritized characteristics of each participant into the computer with a command to sort out those occupations which share these characteristics. This is done for our home ec teacher immediately following her list. As a result 27 occupations which share her high priority characteristics are presented for her consideration.* These are added to the list of occupations

*Frankly, this little exercise does not even begin to show the power and versatility of SCIS. Interested readers are encouraged to contact: Mr. Roger Lambert, Wisconsin Career Information System, University of Wisconsin - Madison, 1025 W. Johnson St. Madison, WI: 53706, (608) 263-2725.

identified by the interest inventory as being congruent with the participant's interest pattern. From this longer list, the career changer typically draws several for primary consideration, adding any others which may have occurred to her as being particularly intriguing. The remainder of session two is spent familiarizing the participants with both standard and non-standard information resources; their assignment for the time before session three is to begin to gather information about some of the occupations they wish to consider. They begin to learn about the nature of the work, specific places of employment, working conditions, compensation, occupational outlook educational and experience requirements, and other pertinent aspects of possible careers. It's important to emphasize that they probably won't make a final choice during the course of the workshop. It is more important that they begin to master the processes of searching. Such resources as the Dictionary of Occupational Titles (DOT), Occupational Outlook Handbook (OOH-standard and college graduate edition), and the massive informational files of WCIS are demonstrated, and participants have a chance to use them. They are also told where they can have access to them between sessions and after the workshop's conclusion. Nontraditional sources of information are also presented and discussed: conferring with family and friends who are employed in areas of interest (or know someone who is),

employer publications, trade and professional journals, organizations and associations are a few of these. The interview-for-information concept touted by Bolles in Parachute is strongly recommended. As this session draws to close, the long-recognized value of group process is raised. The participants are encouraged to bond together to provide one another with mutual support and, even more importantly, to share information and suggestions as their job searches are undertaken.

Consultation with Successful Career Changers

For motivational, informational, and modeling purposes, I have found it extremely helpful to bring in successful career changers who are former educators to consult with the group. During the third workshop session, these persons share their experiences with the group. They discuss their motivations for leaving education, their present career paths, how they made their transitions, the obstacles they encountered, and the mistakes they made.

The Open Forum

In the fourth session, the career changers from the prior session return, and I accompany them, for an open question and answer period. This is an opportunity for the participants to have their remaining question from the first three sessions answered, and to raise new ones as they

develop during this session. This is usually a very lively meeting. Inevitably, most of the questions center around job search strategies, obtaining financial assistance to initiate the development of a business, nontraditional careers, and other issues that seem to reflect the growing savvy of the participants.

Summary

Various demographic, economic, political, and social-cultural forces have combined to make the career changer a common phenomenon. The educator seeking a career change may have the additional burden of considering him/herself relatively unmarketable.

This paper describes a workshop format being successfully utilized to motivate and guide educators through the career change process. The program emphasizes self-awareness, awareness of the world of work, job search strategies, the opportunity to interact with successful career changers, and a supportive group process to help participants overcome the obstacles to their own successful career changes.

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Appendix
Sample WCIS Search Strategy

Secondary School Teachers

1	INTERESTS/APTITUDES REQUIRED	
3	Involves sharing ideas with people	
4	Requires working with and helping people	
12	Requires evaluating and making decisions	
14	Creative: using your imagination to come up with ideas	
15	Problem-solving: making decisions after weighing facts	
16	SKILLS/APTITUDES REQUIRED	
17	Verbal: ability to understand words	
28	Clerical Perception: ability to understand details	
30	PHYSICAL DEMANDS/CAPABILITIES	
32	Lifting-to 20 lbs., and lifting or carrying up to 10 lbs.	
38	Movement-involves talking and hearing	
42	Movement-involves both standing and sitting, equally	
50	OCCUPATIONAL CLUSTERS	
64	Public services	
70	OCCUPATIONAL CATEGORIES (D.O.T.)	
71	Professional, Technical and Managerial Occupations	
80	DATA, PEOPLE, THINGS, OR IDEAS	
81	Data: dealing often with information, facts or numbers	
82	People: dealing often with people, in some jobs, animals	
84	Ideas: dealing often with knowledge or concepts	
100	STANDARD OCCUPATIONAL CLASSIFICATION SYSTEM DIVISION	
105	Teachers, Librarians and Counselors	
166	EDUCATION LEVEL REQUIRED/PREFERRED	
173	Bachelor's degree	
176	YEARS OF POST HIGH SCHOOL EDUCATION AND TRAINING	
178	4 years or more	
190	OTHER QUALIFICATIONS REQUIRED	
192	Certification	
194	Union membership	
200	SALARY MOST COMMONLY PAID IN WISCONSIN	
201	Under \$11,000 (under \$5.28 per hour)	
202	\$11,000-17,999 (\$5.29-\$8.65 per hour)	
203	\$18,000 and over (\$8.65 per hour and over)	
210	JOB SITE LOCATIONS	
211	Many urban job sites	
212	Many rural job sites	
213	MOBILITY FROM WORK SITE	
214	Single work place	
228	Mostly inside	
237	Work customarily during weekdays	
238	30-40 hours work week normal	
240	Overtime normal	
270	WORK AREAS	
281	Leading-influencing	
300	SCHOOL SUBJECTS/INTERESTS	
301	Language arts	
302	Math	
303	Science	
304	Social studies	
305	Health and physical education	
306	Fine arts	
307	Industrial arts	
308	Home economics	
309	Agriculture	
310	Distributive education	
311	Office	
312	Environmental education	
330	FIELD	
337	Service, social service, and social science	
	READING, WRITING, AND PUBLIC SPEAKING LEVELS REQUIRED	
	READING LEVELS	
	Level 5 - Read scientific/technical materials often	
	WRITING LEVELS	
	Level 4 - Write reports/letters using specific format	
	PUBLIC SPEAKING LEVELS	
	Level 5 - Talk persuasively to a large group	
	OVIS INTEREST SCALES	
	Teaching, counseling, and social work	
340		
341		
346		
347		
351		
353		
358		
370		
393		

? ee33//44//1122//1155

Add

Either 3 Involves sharing ideas with people

Or 4 Requires working with and helping people

Or 12 Requires evaluating and making decisions

Or 15 Problem-solving: making decisions after weighing facts

603 Occupations qualify

? aa8822

Add 82 People: dealing often with people, in some jobs, animals

273 Occupations qualify

?

? aa8844

Add 84 Ideas: dealing often with knowledge or concepts

152 Occupations qualify

? aa117733

Add 173 Bachelor's degree

105 Occupations qualify

? ee220022//220033

Add

Either 202 \$11,000-17,999 (\$5.29-\$8.65 per hour)

Or 203 \$18,000 and over (\$8.65 per hour and over)

71 Occupations qualify

? aa229811

Add 281 Leading-influencing

27 Occupations qualify

? uu2277nn

Upper print limit is now 27 Occupations.

9

Human Resources Program Administrators

18

Other Government Officials and Administrators, Public Administration

23

Middle Managers

27

Personnel and Labor Relations Managers

68

Managers, Entertainment and Recreation Facilities

70

Property Managers

71
Right-of-Way Managers

76
Other Officials and Administrators

81
Loan Officers

85
Employment Interviewers

86
Job Service Specialists

90
Other Purchasing Agents and Buyers

196
Other Social Scientists

202
Community Organization Workers

223
University Professors

256
Elementary School Teachers

257
Secondary School Teachers

265
Physical Education Teachers

266
Adult Education Teachers

273
Counselors

277
Librarians

280
Curators

345
Interpreters/Translators

347
Editors, Reporters, Public Relations Specialists, and Announcers

350
Reporters

351
Public Relations Specialists and Publicity Writers

448
Securities and Financial Services Sales Occupations